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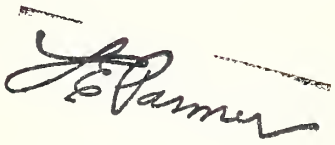
PRIMARY LANGUAGE CURRICULUM



Overbrook School for The Blind

GETTING READY FOR SPEECH

I. Getting the Speech Musculature Ready for Speech

A. Tongue Exercises

1. Tongue protrusion and retraction
2. Lateral tongue movements
3. Circular tongue movements

A1. Suggested Activities

1. Making funny faces
2. Imitative tongue movements
3. Licking a taffy
4. Licking chocolate, jame, peanut butter etc. placed on different parts of the lips.
5. Production of /taka/ (tahkah) as rapidly and as long as possible.

B. Lip Exercises

1. Spread lip position
2. Lip protrusion and retraction
3. Dropped jaw position

B1. Suggested Exercises

1. Creative dramatics that would involve smiling yawning and laughing.
2. Sucking through a straw (This is also a breath exercise)
3. Whistling (breath)
4. Saying /pataka/ (puhtuhkuh) as long and as rapidly as possible.

C. Breath Exercises

1. Inhalation and exhalation

C1. Suggested Activities

1. Blowing Activities (Balloons, wind instruments, etc.)
2. Humming ("Who could Hum the Longest Game.")
3. Blowing out candles (distance of the candle from the child is gradually increased)
4. Sustained phonation of (s) (the snake sound game)
5. Saying labala as many times as possible in one breath.
6. Breathing exercises for swimming.

DEVELOPING READINESS FOR

AUDITORY DISCRIMINATION

I. Developing Auditory Attention

(The purpose of this section is to develop the child's ability to attend to sounds. This is not intended to teach the verbal tags of the different sound stimuli)

A. Reception of Sounds Under Quiet Situations

1. Handclap
2. Drums
3. Cymbols
4. Bells
5. Rattles
6. Alarm Clock
7. Pencil Tapping
8. Rhythm Band Instruments
9. Piano
10. Buzzer

A1. Suggestions

1. Any response that would indicate that the sound is heard will be acceptable.

2. The child must first be made aware of the sounds he is to listen for. Visual & Tactual cues or the actual manipulation of the "sound objects" will be helpful

3. Sound presentation will move from loud to soft with all visual and/or tactual was gradually eliminated.

B. Sound Reception under Noisy Conditions

1. The sounds used under quiet situations will be utilized in this section.

B1. Suggestions

1. The child must be made familiar with the sound he is to listen for.

2. Background noise may be
   a. recording of the
      a. sounds of a vacuum cleaner
      b. continous pencil tapping
      c. continuous hissing sounds

B1 Suggestions (Continued)

3. The activity will start with the background noise softer than the sound stimuli and then the situation will be gradually reversed.
4. Responses will be the same as in quiet conditions.

LEARNING PERSONAL INFORMATION

I. LEARNING ONE'S NAME

A. First Names
B. Full Names

IA. SUGGESTED ACTIVITIES

A. Roll Call
B. Wearing name tags
C. Nursery rhymes that would utilized the children's names (i.e. "Where is Sammy?" to the tune of "Where is Thumbkin?")
D. "Who is Hiding behind the Screen?" a student will hide behind a screen and the class will try to establish his identity)
E. Labeling the child's belongings (i.e. coats, desks chair's, etc.)
F. Direct Questions ("What is your name?")

II. LEARNING NICKNAMES

A. Nicknames

IIA. SUGGESTED ACTIVITIES

A. The teacher explains the concept of nicknames
B. Roll call by nicknames
C. Guessing each other nicknames
D. Give the students a list of names and let them figure out the appropriate nicknames.

III. INTRODUCTION OF ONE'S SELF

A. Name
B. Age
C. Grade
D. Address
E. Telephone Number
F. Parents Name

IIIA. SUGGESTIONS

A. The ultimate goal is an introduction that will take care or all the proceeding information.

IIIA. Suggestions (continued)

1. Giving a certain amount of beads, sticks, blocks etc. that will correspond with the child's age.

2. A handclap for each year of the child's age.

3. Building block towers that will correspond with the child's age. Each block will be equal to one year. (By using the height of the block towers one may also explain the concept "younger" and "older")

C. Suggested Activities - Grade & School

1. Explaination of different grade levels

2. Visiting different classes (i.g. 1st grade class, 2nd grade class, etc.) and finding out who the students are of each class.

3. Duscussion of the school's name.

D. Suggested Activities - Address

1. Children memorize their address
2. Setting up a make believe community. Each "house" will carry a certain child's address
3. Playing postman (i.g. This letter should be delieved to 1521 N. 2nd St. Who should get it?" Sammy should, that's his address.)
4. Playing lost - child gives his address to a policeman

E. Suggested Activities - Tel. No.

1. Child numorizes his telephone number
2. Practice dialing one's number
3. Making telephone calls.

F. Suggested Activities - Parents Names

1. Sketching the parents and then naming them
2. Giving the names of the parents to certail dolls or puppets

BODY CONCEPT (PART I)

I. BODY CONCEPTS

A. Hands
B. Feet
C. Head
D. Eyes
E. Ears
F. Nose
G. Mouth

IA. Suggested Activities

A. Pointing to body parts upon command
B. "Simon Says" action songs.
C. Sketching the child's body on a large sheet of paper and then cutting it out
D. Naming body parts upon command
E. Naming body parts using a doll as a model
F. Making hand or foot imprints on clay
G. Body puzzler & flannel boards
H. Use a doll puzzle and let the children put the same together
I. The teacher purposily makes an error on the flannel board and the students are incourage to correct the errors. (i.g. Feet attached to the side of the head.)

BODY FUNCTION'S (BASED ON BODY CONCEPTS PART I)

I. Hands

A. Clapping
B. touching
C. Holding
D. Catching a ball
E. waving good-bye
F. Pointing
G. Guestering
H. Stringing beads

IA. Suggested Activities

A. Creative dramatics that would involve all of the above
B. Finger & Hand activities
C. Patomiming hand activities (this is stronly recommended for the totally blind - this may help them develop their own gesture system.)
D. "Simon Says "Action Songs'
E. Hand Puppets

II. Eyes

A. Closing and opening one's eyes
B. Wiping ones tears
C. Wearing eyeglasses
D. Looking (seeing)
E. Examining things under a magnifier.

IIA. Suggested Activities

A. General activities that would involve all of the above.

1. Creative dramatics
2. collecting specimans & Observing them under a magnifier
3. discussion when "to use" ones eyes

III. Ears

A. Listening, hearing

IIIA. Suggested Activities

A. Concrite listening experiences

1. listening centers
2. experice with a stithiscope

IV. Mouth

A. Talking
B. eating
C. chewing
D. biting
E. drinking

IVA. Suggested Activities

A. Activities that will involve all of the above
B. discussion of "Mouth-functions"
C. discussion of how animals eat.
D. Identifying the mouth of certain animals.

V. Feet

A. Walking
B. Jumping
C. Standing and walking on tiptoes
D. kicking a ball
E. wearing shoes
F. reaching an object under the desk with one's foot
G. dancing
H. Skating
I. Working the pedals of a tricycle

VA. Suggested activities

A. Activities that would involve all of the above
B. One student performs a certain activity involving the feet and others observe what was done

BODY CONCEPT (PART II)

(The purpose of this section is to teach the child detailed body concepts and also to teach them how to classify or categorize received information)

I. Hands

A. Fingers

1. thumb
2. pointer
3. middle finger
4. ring finger
5. pinky

B. Fingernails

C. Palms

D. Back of the hands

IA. Suggested Activities

A. Finger Plays

B. Tracing the child's hand on a piece of paper. (Palms up and then down) and identifying the different parts as depicted on the tracings.

C. Making hand imprints on clay

D. Creative dramatics (washing one's hands clipping fingernails etc.)

E. Hand puzzles

F. Flannel board puzzles

IB. Teacher's suggestions

II. Hand

A. Hair

B. Ears

C. Eyes
1. Eyeballs
2. Eyelids
3. Eyelashes
4. Eyebrows

D. Forehead

E. Nose

F. Mouth

1. teeth
2. tongue
3. lips

G. Cheeks

H. Chin

I. Neck

IIA. Suggested Activities

A. Head and face puzzles

B. Discussion of what makes up the head (eyes, mouth, etc.,)

C. Flannel board puzzles

D. Sketching of drawing faces.

IIB. Teacher's suggestions

III. Chest (torso)

A. Shoulders

B. Chest

C. Arms

1. Elbow
2. Wrist
3. Hands

IIIA. Suggested Activities

A. Identification of the different parts of the torso on

1. the child's own body
2. a doll
3. Flannel mannequin

B. Flannel board puzzles

C. tracing one's body on a large sheet of paper

IIIB. Teacher's Suggestions

IV. Stomach

A. Stomach (belly, tummy)

B. Waist

IVA. Suggested Activities

A. Discussions of words synanymous to "stomach"

B. Child will be asked to identify his/her stomach

C. Pointing out of the stomach of different animals.

IVB. Teacher's Suggestions

V. Lower Limbs

A. Thighs

B. Knees

C. Legs

D. Feet

1. soles
2. ankles
3. heels
4. toes
5. toenails

VA. Suggested Activities

A. Discussion of what makes up the lower limbs

B. Flannel board mannequins

C. Tracing one's limbs on a large sheet of paper

D. Making clay models of limbs

E. Walking board exercises

VB.. Teacher's Suggestions

VI.. Whole body taken together

VIA.. Suggested Activities

A. Flannel board Puzzles

B. Sorting exercises (head parts, hand parts etc)

C. Nursery songs and poems about the body (e.g. Thin bones)

VIB. Teachers Suggestions

BODY LATERALITY

I. Body Laterality

A. Left

B. Right

C. Front

D. Back (behind)

E. Above

F. Under

IA. Suggested Activities

A. Labelling sides of the body

B. "Marching Soldiers" (commands left face, right face, to left march, to right march)

C. "Simon Says" Actions Songs (raise your left hand, right hand,etc.,)

D. Dance-Hokey Pokey

E. "Guessing Game"- who is standing in front of you, behind you, on your left/right, etc.,.

F. Following commands
1. hold the head with your left hand/right hand
2. sit/stand infront of Sammy

G. Discussion of what's down below the students or what's above them as they move from floor to floor.

H. Twistable Barbie Dolls-will strike several poses and the children are asked to imitate.

The curriculum up to this point has emphasized the development of a good body concept. This is a pre-requisite to the child's total linguistic development. To the extent the child perceives himself in relation to his environment will determine his over-all linguistic development. In essence, the child's body is his learning tool. This is the tool he will use in exploting and learning about the world he lives in. We must make the child aware of his tools, how to use them and also what they are capable of doing.

Now he is ready to learn about things outside his own immediate self.

GROSS AUDITORY DISCRIMINATION

I. Identification of heard sounds (this is also vocabulary building)

A. talking

B. shouting

C. whispering

D. singing

E. laughing

F. coughing

G. sneezing

H. snoring

I. crying

J. clapping

K. finger snapping

L. footsteps (walking)

M. footsteps (running)

N. drum

O. piano

P. bell

Q. clickers

R. ball bouncing

S. vacuum cleaner

T. faucet turned on

U. toilet being flushed

V. cat

W. dog

X. bird

Y. bee

Z. cow

I. Continued

AA. duck

BB. horse

CC. lion

DD. owl

EE. snake

FF. clock ticking

GG. telephone

HH. car

II. bus

JJ. truck

KK. policeman's whistle

LL. rain

MM. door bell

NN. buzzer

IA. Suggested Activities

A. Provide concrete experiential activities whenever possible- and have the children identify heard sounds
1. heating a drum
2. playing a piano
3. ringing a bell
4. playing with clickers
5. recording sessions
6. listening to a vacuum cleaner
7. washing one's hands
8. flushing the toilet
9. field trips to the zoo and recording the sounds produced by different animals
10. walk around the neighborhood and identifying sounds that are heard
11. pressing buzzers and doorbells

B. Listening to recorded sounds (children are asked to identify heard sounds)
1. Sounds Around Up-(Peabody Language Development Kit)
2. Sounds Around Us-Scott & Forisman
a) house
b) neighborhood
c) school
d) zoo and farm

IA. Continued

C. Matching sounds heard with appropriate pictures and toys.

SOCIAL GRACES

I. Social Graces

A. Please

B. Thank you

C. Good Morning

D. Good Afternoon

E. Good Evening

F. May I please

G. Excuse me

H. Pardon Me

I. May I beg your pardon

J. I'm sorry

IA. Suggested Activities

A. Creative dramatics involving the use of social phrases (the teacher should provide the model)

B. Discussion: when to use specific social phrases

C. Good manner charts

ARTICLES OF CLOTHING

I. Articles of Clothing-Part One

A. Dress

B. Shirt

C. Pants

D. Socks

E. Shoes

F. Belt

G. Jacket

H. Coat

IA. Suggested Activities

A. "Fetch Me Game" (use pictures and real objects)

B. "Show Me Game" (show me your shoes, shirt, etc.,)

C. Identification upon command (What's this?)

D. Direct questions (what do you wear on your feet?)

E. Dressing a doll

F. Creative Dramatics-clothing store

G. Cut out sketches of different articles of clothing (can be used as placemats)

H. Scrapebooks of different articles of clothing

II. Articles of Clothing-Part Two

A. Pants

B. Shirt

C. Jacket

D. Coat

E. Shoes

F. Underwear

G. Undershirt

H. Belt

I. Hat

J. Socks

K. Dresses

L. Skirt

M. Blouse

N. Jeans

O. Panties

P. Stocking

Q. Tights

R. Sweater

IIA. Suggested Activities

A. Scrapebook-articles of clothing

B. Dressing a manniquin, a doll, etc.,.

C. A visit to a clothing store

D. Packing a Suitcase

E. Arranging a clothes drawer

F. Creative dramatics-shopping for clothes

III. Articles of Clothing-Part Three
(this section is also intended to teach catigorizations)

A. Play Clothes
1. Sneakers
2. Shorts
3. T-shirts
4. Playsuit
5. dungarees

B. Swimwear
1. Swimming trunks
2. Bathing suit
3. Beach robe
4. Beach sandals

C. Sunday Clothes
1. Suit
2. Necktie
3. Leather shoes
4. Dress
5. Hat
6. Bonnet

D. Rainwear
1. Raincoat
2. Rainhat
3. Rainboots
4. Umbrella

E. Winter Clothes
1. Jacket
2. Coat
3. Sweater
4. Scarf
5. Mufflers
6. Gloves and mitten
7. Snowboots
8. Hat
9. Earmuffs

F. Sleepwear
1. Pajamas
2. Nightgown
3. Bathrobe

IIIA. Suggested Activities

A. Dressing a doll for different occassions

B. Discussions of appropriate clothes for different activities

C. The child is encouraged to describe what she/he is wearing

D. Showing the class pictures of different children; and then the class is asked to guess where the children are going based on what they are wearing

E. Songs about different clothes and different seasons

IIIA. Continued

F. Playing with dolls' wardrobes

CLASSROOM EQUIPMENTS AND TOYS

I. Toys and School Equipments

A. Ball

B. Record player

C. Tricycle

D. Braillewriter

E. Doll

F. Books

G. Blocks

H. Chairs

I. Bullitin boards

J. Blackboard

K. Rhythm instruments

L. Clock (alarm & wall)

M. Bell

N. Toy animals

IA. Suggested Activities

A. Show & Tell

B. Labelling toys & school equipments

C. Teacher will describe a certain article and the students will guess what it is that's being described.

D. "Fetch Me" or "Show Me Game"

E. "Creative Dramatics"-(toy store, children pretend to be different kinds of animals)

AUDITORY TRAINING (GROSS DISCRIMINATION)

I. Gross discrimination
(training the children to perceive gross differences between sounds)

A. Drum-piano

B. Bell-clickers

C. Walking-Running

D. Hand clapping-ball bouncing

E. Mother speaking-baby crying

F. Clock ticking-vacuum cleaner

G. Laughing-crying

IA. Suggested Activities

A. Children are made familiar with the sounds through play

B. The wounds will be recorded and presented in pairs-the children will be asked to judge whether the 2 sounds are the same or different.
Responses may be
1. Identification of the two sounds
2. Stating whether the sounds are the same or different
3. Language handicapped children will be allowed to give non-verbal responses. (e.g. you will hear a bell & the piano. If you hear the piano stand up. If you hear the bell remain sitting down)

C. Don't hesitate to use other sound producing materials in your classrooms.

II. Gross Discrimination of Rhythm

A. Verbal concepts
   1. Fast
   2. Slow

B. Slow & Fast songs

IIA. Suggested Activities

A. Children will listen to piano selections & judge whether the piece is fast or slow

B. Clapping or marching to the rhythm of a song.

C. Link specific actions of specific actions (e.g. walking for slow beats, running for fast beats and hopping for chhoppy tempos)

D. Rhythm Bands

FINE DISCRIMINATION

I. Fine Discrimination

A. Walking-running

B. Man-woman speech

C. Clapping-foot tapping

D. Clapping-fingersnapping

E. Boy-girl speech

F. Boy-man speech

G. Girl-woman speech

H. Clock ticking-pencil tapping

I. Bells of different pitches

J. Squeak toys of different pitches

K. Flutes of different pitches

IA. Suggestions

A. The sounds are presented in pairs and the children are acked to identify each element of the pair.

B. Children can judge whether the sounds paured are the same or different.

SCHOOL

I. Names of Different Classes & Teachers

A. Kindergartin

B. First Grade

C. Second Grade

D. Third Grade

IA. Suggested Activities

A. Explanations of different grade levels

B. Visiting the different grades

II. Names of different parts of the school

A. Classroom

B. Playground

C. Cottages (dormitories)

D. Auditorium

E. Rotunda

F. Dining room

G. Offices

H. Library

I. Infirmary

J. Gym

K. Touch and Learn Center

L. Parking lot

IIA. Suggestions

A. Discussion of different activities done in different parts of the school.

B. Visiting different parts of the school

C. Creative dramatics-depicting activities done in different parts of the school

FIGURE GROUND DISCRIMINATION

(SCHOOL)

I. Figure Ground Discrimination (school)

A. Classroom

B. Playground

C. Cottages

D. Auditorium

E. Rotunda

F. Dining Room

G. Offices

H. Library

I. Infirmary

J. Gym

K. Parking Lot

IA. Suggestions

A. Visit the above places and discuss the different things they may hear in each place.

B. Tape the visits to these different parts of the school and then the children are asked to identify the places that were visited as they listen to their recordings.

C. (For the totally blind) take them to different parts of the school and with out much explanation ask them if they could guess where they are.

ANIMALS

I. Animals (Part I)

A. Dog

B. Cat

C. Bird

D. Cow

E. Horse

F. Elephant

G. Tiger

H. Lion

I. Sheep

J. Turtle

K. Fish

L. Pig

IA. Suggested Activities

A. Animal scrapbiiks &animal toys

B. Listening to animal sounds
   1. Scott & Forisman Animal Sounds Record
   2. Peabody Language Development Kit (Sounds Around Us-Animals)

C. Imitation of animal sounds

D. Fetch Me and Show Me Game-using toy animals

E. Creative Dramatics-depicting different animals

II. Animals (Part II categorized)

A. Farm Animals
1. cow
2. dog
3. pig
4. horse
5. duck
6. chicken
7. cat
8. sheep

B. Zoo Animals
1. elephant
2. lion
3. tiger
4. bear
5. seal
6. snakes
7. eagles
8. monkey
9. giraffes
10. camel

C. Pets
1. dog
2. cat
3. parakeets
4. frogs
5. tropical fish
6. rabbit

IIA. Suggestions

A. Discussions-farm and zoos

B. Field trips to a farm and to a zoo

C. Setting up make believe zoos and farms

D. Farm and Zoo Lottos

E. Scrapbooks
1. Farm animals
2. Zoo animals
3. Pets

F. Discussion of appropriate pets

G. Stories and songs about animals

III. Animals-detailed classification

A. Dogs
   1. chihuahua
   2. pehingese
   3. poodle
   4. police dog
   5. beagle
   6. collie

B. Birds
   1. parrot
   2. parakeet
   3. doves
   4. eagle
   5. robins

IIIA. Suggested Activities

A. Discussion of appropriate pets

B. Discussions & explanations about different kinds of dogs and birds (touch & learn center is a good source of materials)

C. Songs and stories about animals

D. Scrapebooks about different kinds of dogs and birds

ANIMAL SOUND DISCRIMINATION

I. Gross and Fine Auditory Discrimination

IA. Suggested Activities

A. Identification of animal sounds
1. Peabody Animal Records
2. Scott & Foriman Animal Records
a) farm
b) zoo

II Auditory Discrimination (Figure Ground)

A. Zoo

B. Pet store

C. Farm

IIA. Suggested Exercises

A. Play recordings of these places and the children are asked to identify what they hear.

SOUND LOCALIZATION

I. Sound Localization

A. Alarm clock

B. Car

C. Bus

D. Train

E. Fire engine

F. Door bell

G. Dog

H. Teacher's voice

IA. Suggested activities:

A. Sounds presented will move from loud to soft

B. The children will judge whether the sound is loud or soft

C. Discrimination of approaching and departing sounds
1.Doctored Sound Effect Records

D. Pinpointing sounds-use the alrm clock-the children are asked to find the alarm clock placed in different parts of the class.

E. Finding baseball that emits electronic sounds

HOME

I. Home Vocabulary (Part I)

A. Radio

B. Record player

C. Television

D. Oven

E. Stove

F. Refrigerator

G. Dining table

H. Bed

I. Chair

J. Telephone

K. Clock

L. Washing machine

M. Closet

IA. Suggested Activities

A. Creative Dramatics-that would involve the use of the above furnishings

B. Doll houses with furnishings

C. "Show and Tell" using pictures and toys

D. Discussion of the functions of the above furnishings.

E. Guessing games-one describes the function of a certain furnishing and the rest of the class will guess what is being described

II: Home Vocabulary (Part II-categorized)

A. Bedroom
   1. bed
   2. dresser

B. Living Room
   1. couch
   2. chairs
   3. lamps
   4. coffee table
   5. T.V. sets

C. Kitchen
   1. stove
   2. oven
   3. kitchen sink
   4. refrigerator
   5. kitchen table

D. Dining Room
   1. dining room set
   2. china closet
   3. buffet table

E. Bathroom
   1. bathtub
   2. bathroom sink
   3. bathroom cabinet
   4. showers
   5. toilet bowl

F. Basement
   1. old furniture
   2. work table
   3. washing machine
   4. dryer
   5. game room

G. Garage
   1. car
   2. lawnmower
   3. garden hose

IIA. Suggested Activities

A. Doll house with the mentioned furnishings

B. Discussion of the functions of each part of the house

C. Setting up different sections of the classroom like different parts of a house

D. Creative dramatics that would depict the activities done in different parts of the house

AUDITORY TRAINING (HOME)

I. Gross and Fine Discrimination

A. Electrical switches being turned on and off

B. Electric fan

C. Vacuum cleaner

D. Door bell, chimes, buzzers

E. Alarm clock

F. Washing machine

G. Dishwasher

H. Eggbeater

I. Blender

J. Faucet being turned on

K. Toilet being flushed

L. Bathtub being filled with water

M. Lawn mower

N. Air conditioner

O. Telphone ringing

P. Sewing machine

Q. Stereo

R. Record player

S. Radio

T. T.V.

U. Showers

IA. Suggested Activities

A. Identification the above soundsutilizing the Peabody Kit, and Scott and Forisman Records (Home)

B. Sensory Exploration of "sound objects" found at home (e.g. blinder, vacuum cleaner, electric fan)

II. Figure Ground Discrimination

A. Living room

B. Bedroom

C. Bathroom

D. Kitchen

E. Dining room

F. Garage

IIA. Suggested Activities

A. Identification of different parts of the school based on their characteristic sounds

B. Discussion of sounds they may hear in different parts of the house

FAMILY UNIT

TRANSPORTATION

I.. Names of Transportation

A. Car
B. Bus
C. Airplaplane
D. Helicopter
E. Train
F. Ship
G. Rowboat
H. Fire Engine
I. Truck
J. Police Car
K. Trolley

IA. Suggested Activities

A. "Fetch me Game"- Use pictures and real objects

B. Creative Dramatics (i.g. Rowing a boat, driving a car etc.)

C. Class trips - rides on different types of vehicles

D. Exploratory Play activities models of different types of transportation (Touch and Learn)

E. Scrapbooks (Transportation)

F. Molding different types of transporation out of clay

G. Stories about different types of transportation

H. Children relate their experiences with different types of transportation.

TRANSPORTATION CLASSIFIED

I. Transportation Classified

A. Road
   1. Car
   2. Bus
   3. Taxi
   4. Bicycle
   5. Motorcycle
   6. Dunne buggy
   7. Jeepney

B. Track
   1. Trolley
   2. Subway
   3. Train

C. Air
   1. Airplane
   2. Jet
   3. Helicopter

D. Water
   1. Ocean Liner
   2. Ship
   3. Submarine
   4. Cannoe
   5. Rowboat
   6. Motorboat
   7. Sailboat
   8. Kayak

IA. Suggestions

A. Playing with different kinds of transportation toys

B. Factual Exploration of different types of vehicles using the touch and learn models

C. Sorting-using toys and pictures (road transportation, air, water, etc.,)

D. Categorized means of transportation scrapbook

E. Field trips to a train station, docks, airport, etc.,.

TRANSPORTATION AUDITORY TRAINING

I. Transportaion-Sound Discrimination

A. Car
B. Bus
C. Train
D. Truck
E. Police Car
F. Fire Engine
G. Ambulance
H. Airplane
I. Jet
J. Helicopter
K. Rowboat
L. Ocean Liner

IA. Suggested Activities:

A. Identification of "transportation sounds" using the Peabody Language Dev. Kit records.

B. Imitaion of the sounds being emitted by the different means of transportaion

C. Walk around the neighborhood and let the children identify sounds they may hear. These may be recorded for further discussion in the classroom.

II. Transportatiion-Localization

A. Approaching vehicles

B. Departing Vehicles

C. Stopping or starting vehicles

D. Parallel or perpendicular sounds

IIA. Suggestions

A. Children discriminate approaching and departing sounds using the Doctor Sound Effect records (transportation). A tape recording of certain vehicles being moved closer/further by the teacher would be usable.

B. Playing crossing the street-the teacher carrying a portable tape recorder will be the vehicle.

C. Walk around the neighborhoodand let the children localize transportation sounds.

III. Transportation -Figure Ground Discrimination

A. City Street
B. Train Station
C. Airport
D. Bus Station
E. Dock
F. Subway

IIIA. Suggestions

A. The children will be asked to identify the above places based on the auditory environment

B. Answers are analized (How did you know it was the Airport? Subway? Etc.?)

SHAPES

I. Verbalization of Shapes

A. Circle

B. Square

C. Triangle

D. Rectangle

E. Round

IA. Suggested Activities

A. Matching and sorting shapes

B. Shape puzzles

C. Giving specific shapes upon command

D. Tracing shapes

E. Making different shapes out of clay

F. Identification of different shapes through touch

G. Children will look for objects around the room which correspond with the studied shapes (e.g. round ball, square flannel board, etc.,)

COLORS

I. Verbalization of Colors

A. Red
B. Yellow
C. Blue
D. Green
E. Purple
F. Orange

IA. Suggested Activities

A. Identifying colored chips and cards

B. Matching colors

C. Identifying colors in the classroom

D. Sorting colored chips, sticks,cards, etc.,

II. Association of Colors and Objects

A. Colors of the U.S.A. flag

B. Color of each childs hair

C. Grass-green

D. Sky-blue

E. Ripe Apples-red,yellow

F. Orange-orange

IIA. Suggested Activities

A. Discussion of the colors of the U.S.A. flag

B. Explanation: why the color object association (why red apples vs. black apples)

C. Nursery rhymes about colors

III. Association of Colors and Moods

A. Red-hot, angry, brave, embarassed

B. Blue-cool, lonely, calm

C. Black-dark

D. Green-cook, quiet, envy

E. Yellow-gay, bright, coward, jealous

IIIA. Suggested Activities

A. Explanation of the following expressions
   1. His face turned red
   2. Little Johnny feels blue
   3. He turns yellow when faced with danger
   4. He has a green thumb
   5. The room is pitch black

B. Creative dramatics-the children with use of specific colors as clues to emotions to be depicted.

IV. Color changes

A. Leaves-green-brown(dried)

B. Bread-white-brown-black

C. Wood-brown-black(burned)

D. Meat-red-brown(cooked)

E. Pears-green-yellow(ripens)

F. Sky-blue-gray(rain)

IVA. Suggested Activities:

A. Experiments-drying leaves, toasting bread, broiling meat-etc., that would show color changes

B. Explanation of the why's of color changes

FOOD

I. Food

A. Potatoes
B. Bread
C. Meat
D. Juice
E. Fruit
F. Sandwich
G. Soup

IA. Suggested Activities

A. Food Scrapebooks

B. Creative dramatics-chefs, restaurants, woking

C. Children relate what they ate for lunch, breakfast, supper, etc.,.

II. Food Classification

A. Potatoes
   1. mashed
   2. french fries
   3. baked
   4. potato salad

B. Sandwiches
   1. hotdog
   2. hamburger
   3, cheese
   4. sloppy-joes
   5. hoagie
   6. steak

C. Juice
   1. orange
   2. pineapple
   3, grape
   4. apple
   5. lemonade

D. Meat
   1. ham
   2. steak
   3. pot roast
   4. chicken
   5. pork chops

E. Fruits
   1. apple
   2. orange
   3. fruit cocktail
   4. peaches

F. Cheese
   1. American
   2. sharp
   3. cheddar
   4. cottage

G. Bread
   1. white
   2. Italian
   3. rye
   4. rolls

H. Soda
   1. coke
   2. Seven-Up
   3. Pepsi
   4. rootbeer
   5. grape soda

IIA. Suggested Activities

A. Creative Dramatics-chef, ordering in a restaurant, shopping for groceries.

B. Preparing menus

C. Discussion of appropriate food for
1.Breakfast
2.lunch
3.dinner

D. Tasting different kinds of foodstuffs

E. Food Scrapebooks

DAYS OF THE WEEK

I. Days of the Week

A. Sunday

B. Monday

C. Tuesday

D. Wednesday

E. Thursday

F. Friday

G. Saturday

IA. Suggested Activities

A. "Days of the Week" nursery rhymes and songs

B. Teacher and students plan a week's schedule (to make passage of time a concrete and concious experience)

C. Discussion and dramatization of what's done during each day of the week

INTERMEDIATE CURRICULUM

COMMUNITY PLACES

I. Community Places

A. School
B. Supermarket
C. Department Store
D. Church
E. Barbershop
F. Hospital
G. Bus Station
H. Train Station
I. Reataurant
J. Post Office
K. Airport
L. Zoo
M. Farm
N. Police Station

II. Suggested Activities

A. Discussion and description of these places-visit them if possible

B. Setting up make believe community places

C. Creative dramatics, depicting activities in different community places

II. Community People

A. Milkman
B. Postman
C. policeman
D. teacher
E. doctor
F. dentist
G. groceryman
H. nurse
I. newspaperman
J. chef
K. waiter
L. barber
M. salesman
N. fireman
O. lawyer
P. judge
Q. bus driver
R. clergy

IIA. Suggested Activities

A. Community dolls

B. Creative dramatics-the children become different community people going about theur daily chores

III. Auditory Training-Figure Ground Discrimination

A. School
B. Department Store
C. Church
D. Barbershop
E. Restaurant
F. Airport
G. Farm
H. Zoo

IIIA. Suggested Activities

A. Record the environmental sounds of the above places and let the children identify what they hear (i.e. the place)

B. Discussion of each sound heard in one particular place

EXERCISES IN AUDITORY MEMORY

I. Auditory Memory Exercises

A. Memorizing songs and poems

B. Repetitin of a series of digit (or words) given orally

C. Following a handclapping pattern

D. Following Commands
   1. Stand up and clap your hands
   2. Clap your hands and laugh
   3. Close the door and get the ball
   4. Put the clock on the desk and get the book
   5. Put the blocks on the shelf, get a book and return to your sear
   6. Put the doll in the crib, get the ball and put it on my desk
   7. Close the door, give out the cupsand then serve the cookies
   8. Give the ball to Steven, the blocks to John and the box to (Mary).

E. The teacher gives out directions to a game-She will judge how well the class remembered the directions

F. Dramarization of stories read or seen on T.V., listening centers, etc.,.

SPEECH ACTIVITIES-(FREE EXERCISES)

I. Spontaneous Speech Exercises

A. Structured Situations
(the teacher will structure situations that would encourage children to speak spontaneously)

1. Entertaining friends
2. Introducing people to each other
3. Telephone Conversation
4. Narrating Experiences
5. Giving directions
6. Telling time
7. Giving suggestions
8. Giving criticisms
9. Explanation and discussion of scientific experiments
10. Conversation associated with shopping

MONTHS IN A YEAR

I. Months in a Year

A. January

B. February

C. March

D. April

E. May

F. June

G. July

H. August

I. September

J. October

K. November

L. December

IA. Suggested Activities

A. Discussion-use of a calendar

B. The children are asked to locate their birthdate on the calendar

C. Locating the day's date on the calendar

GRAMMAR

I. Irregular Plurals

A. child-children
B. foot-feet
C. leaf-leaves
D. tooth-teeth
E. sheep-sheep
F. goose-geese
G. mouse-mice

II. -S-Morpheme (plural)

A. Chair-chairs
B. book-books
C. ball-balls
D. hand-hands
E. eye-eyes
F. pencil-pencils
G. braillewriter-braillewriters
H. crayon-crayons
I. cup-cups
J. ring-rings
K. room-rooms

III. -ES-Morpheme (plural)

A. bench (es)
B. glass (es)
C. dress (es)
D. watch (es)
E. fish (es)
F. match (es)
G. box (es)
H. class (es)
I. potato (es)
J. tomato (es)

IV. Irregular Past Tense

A. eat (ate)
B. think (thought)
C. take (took)
D. buy (bought)
E. keep (kept)
F. drink (drank)
H. bring (brought)
I. catch (caught)
J. get (got)

V. Suggested Activities

A. Verbal patterns

B. Incorporate plurals in math lessons

DESCRIBING EXERCISES

I. Describing Objects

A. pencil
B. watch
C. cup
D. belt
E. clay
F. block
G. braillewriter
H. shoe
I. book
J. comb

IA. Suggested Activities

A. Descriptive of articles will include the following:
   1. name of the object
   2. function
   3. material (what is it made of?)
   4. size
   5. texture
   6. color
   7. similarity with other objects
   8. incidental characteristics

II. Description of Actions

A. running
B. jumping
C. crying
D. laughing
E. sleeping
F. eating
G. reading
H. washing hands
I. dancing
J. singing

IIA. Suggested Activities

A. Descriptions will take into account the following:
   1. who is doing the action?
   2. what is the action?
   3. how is the action being done?
   4. why is the action taking place?
   5. where is the action taking place?

B. Children enacts the actions as they have described

MEANINGFUL AUDITORY SEQUENCES

I. Auditory Sequences (meaningful)

A. Visitor
   1. knock on the door
   2. footsteps
   3. door opening and closing
   4. chair's being moved

B. Taking a bath
   1. faucet turned on
   2. bathtub being filled
   3. sounds of one taking a bath
   4. bathtub being drained

C. Crossing the street
   1. car running
   2. car stopping
   3. footsteps
   4. car starting

D. Telephone call
   1. telephone ringing
   2. telephone conversation
   3. receiver put down

E. Robbery
   1. door slamming
   2. running footsteps
   3. women screaming
   4. policeman's whistle
   5. policeman's car

F. Cat breaking the dishes
   1. cat meowing
   2. dishes breaking
   3. cat meowing excitedly

IA. Suggested Activities

A. Record the sound sequences so decribed and let the children discuss what they think happened

CHANGING SYNTACTIC STRUCTURES

I. Changing Statements to Questions

A. You are happy

B. I am going home

C. He is dancing

D. We are hungry

E. They are sleepy

F. You are Mrs. Smith

G. The principal's office is in the same building

H. John is wearing rainboot's

I. Mary is John's sister

IA. Suggestions

A. The students will be asked to shange the above statements into questions. The change of certain words willbe discussed.

II. Changing Questions to Statements

A. Are you hungry?

B. Are you tired?

C. Are you sleepy?

D. Is Mommy going to pick you up?

E. Is Daddy driving the car?

F. Are the boys noisy?

G. Is Mary washing her hands?

H. Did Billy practice playing the piano?

I. Did you see the doctor?

J. Were you awake when I woke up this morning?

VERBAL EXERCISE

I. Sentence Completion

A. He is .....
B. He slept .....
C. I will go .....
D. She will visit .....
E. You are buying .....
F. She slept when .....
G. Mary is singing while .....
H. John is happy although .....
I. Jane bought a pair of shoes but .....
J. He has been in G cottage since .....
K. Tom is running and Billy .....
L. He is crying because .....
M. When he came in I .....
N. I wanted to go swimming because .....

II. Riddle (to develop understanding of conceptual relationships)

A. I can fly and build nests on trees. Who am I?

B. I live in the water and I swim very fast. Whom am I?

C. I am made out of leather and I hold your pants up. What am I? (belt)

D. I come from cows and you drink me to be healthy and strong. What am I? (milk)

E. I am made out of wool and you wear me to keep warm during cold winter days. What am I? (sweater, coat, etc.,)

F. I am not an naimal nor a person, but at the turn of the knob you may hear me sing or talk. (radio)

G. Although your parents are far away, you may talk with them if you use me. What am I? (telephone)

H. I am just a piece of round metal or a smallpiece of paper but you use me to buy things. What am I? (money)

I. I am big and strong and I carry people through the air accross oceans. What am I? (airplane)

IIA. Suggestions

Encourage the children to come up with their own riddles.

RELATING EXPERIENCES

I. Relating Experiences

A. Week-ends at home.

B. Trips

C. A T.V. program that one had seen

IA. Suggestions:

A. This could be a daily activity; one student relates an experience to the class with questions and answers afterwards. As much as possible this activity should be student dominated.

Teachers' comments, suggestions, criticisms, etc.,.

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